DOCUMENT RESUME

ED 039 349 VT 010 981

TITLE From School to Work; A Pilot Study.
INSTITUTION New York State Education Dept., Albany. Bureau of Guidance.
PUB DATE Aug 69
NOTE 25p.

EDRS PRICE EDRS Price MF-$0.25 HC-$1.35
DESCRIPTORS Community Involvement, *Employment Problems, Employment Services, *Pilot Projects, School Role, *Vocational Adjustment, *Vocational Development, Work Environment, *Youth Problems

ABSTRACT

The problems which youth face in the transition from school to work are complex and challenging. Such problems have been conceptualized into a model which relates specific problems to dimensions of self and environment in three developmental stages: (1) pretransitional--the life period before an individual is activated to seeking his first full-time job, (2) transitional--marked by activation to seek first full-time employment, occurring during grade 12 for about one-half of high school students, and (3) post-transitional-the first job. Using this model, perceptions of the vocational development of New York youth were obtained from staff members in 40 schools, 27 employers, and 14 new workers. Suggestions for programs, activities, and facilities are tabulated by problem area, and public factors are ranked by strength score. The strongest trasitional needs were identified in areas of preparatory education and training, occupational information, self-actualization, worker role, job placement, mobility, and occupational mobility. There was no attempt to investigate causative factors; however, some causal inferences are drawn. Recommendations are included. (CH)

ED039349

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Guidance
Albany, New York 12224

FROM SCHOOL TO WORK

A Pilot Study

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

August 1969

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University (with years when terms expire)

1984	Joseph W. McGovern, A.B., LL.B., L.H.D., LL.D., D.C.L. Chancellor	New York
1970	Everett J. Penny, B.C.S., D.C.S. Vice Chancellor	White Plains
1978	Alexander J. Allan, Jr., LL.D., Litt.D.	Troy
1973	Charles W. Millard, Jr., A.B., LL.D., L.H.D.	Buffalo
1972	Carl H. Pforzheimer, Jr., A.B., M.B.A., D.C.S., H.H.D.	Purchase
1975	Edward M. M. Warburg, B.S., L.H.D.	New York
1977	Joseph T. King, LL.B.	Queens
1974	Joseph C. Indelicato, M.D.	Brooklyn
1976	Mrs. Helen B. Power, A.B., Litt.D., L.H.D.	Rochester
1979	Francis W. McGinley, B.S., LL.B., LL.D.	Glens Falls
1980	Max J. Rubin, LL.B., L.H.D.	New York
1971	Kenneth B. Clark, A.B., M.S., Ph.D., Litt.D.	Hastings on Hudson
1982	Stephen K. Bailey, A.B., B.A., M.A., Ph.D., LL.D.	Syracuse
1983	Harold E. Newcomb, B.A.	Owego
1981	Theodore M. Black, A.B.	Sands Point

President of the University and Commissioner of Education
Ewald B. Nyquist

Deputy Commissioner for Elementary and Secondary Education
Herbert F. Johnson

Associate Commissioner for Instructional Services
Philip B. Langworthy

Director, Division of Pupil Personnel Services
Bruce E. Shear

Chief, Bureau of Guidance
James W. Moore

FOREWORD

The staff of the Bureau of Guidance believe that the assistance local educational agencies and their guidance counselors offer students seeking to enter the labor market could be much improved. To more sharply define the problems encountered by young people seeking jobs, a staff member of the Bureau of Guidance was assigned to study the movement of young people from school to work in a multicounty region of the State. The Mid-Hudson Economic Area as designated by the New York State Department of Commerce was selected for study.

The results of this pilot effort, made during the 1968-69 school year, are herein reported. The study may be a model for investigating the effectiveness of placement arrangements for those concerned with this responsibility in other regions of the State. It is also intended as a resource for individuals in the Mid-Hudson Area who have indicated their interest in improving this service for young people.

The study was conducted and the report prepared by Richard Weiner, formerly Associate in Education Guidance, Bureau of Guidance, and now with the Office of Urban Education, New York State Education Department. He was admirably assisted by a number of persons employed in the Mid-Hudson Area. These contributors are recognized in an appendix.

A more detailed account of the study and of the manipulation of the data is available in a Technical Manual upon request to the Bureau of Guidance.

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Guidance
Albany, New York 12224

EXPECTED OCCUPATIONAL OUTCOMES OF EDUCATION

An expected outcome of public school education is a body of youth prepared for entrance into occupational careers. Further, it is assumed that such occupational entrance is satisfying to the individual, the persons responsible for his welfare, and society. The term satisfying implies that the occupational entrance provides opportunities for the individual's substantial use of his occupational skills and knowledges, the development and use of advanced skills and knowledges, and general self-fulfillment.

Pupils may arrive at the point of occupational entrance other than at the moment of high school graduation; for example, dropouts; mentally, physically, or emotionally handicapped pupils; and youth who had been graduated in an earlier year. A corollary assumption, then, is that pupil placement refers to graduates, dropouts, and former pupils, whether dropouts or graduates.

A second corollary assumption is that postsecondary education and training programs are other avenues for satisfying occupational preparation and entrance. Such programs build upon the individual's general secondary school education, his specific secondary school occupational education, or some combination of both. Thus, the school should assign a high order of priority to the pupil subgoal of pursuing satisfactory postsecondary school education or training programs. Implied is the notion that entrance into postsecondary education, or training, and entrance into an occupational career, do not constitute a dichotomy but a whole fabric. The ultimate goal is the same; only the processes differ.

Both the major and the corollary assumptions require that schools discourage a dichotomous view of pupils, expressed by the positive and negative terms, college-bound (positive) and terminal (negative) and dictate a concern for satisfactory postsecondary school placement of all pupils, regardless of the career development process chosen.

Acceptance of the preceding assumptions leads to logical consideration of the school-to-work process:

- Schools should assign a high order or priority to the pupil goals of satisfactory occupational career entrance.

- The act of occupational entrance culminates the school's efforts to prepare pupils for satisfactory occupational career entrance.

- Consequently, schools should assign a high order of priority to pupil occupational placement services.

STATEMENT OF NEED

The Bureau of Guidance expressed concern that "assistance offered by guidance counselors to pupils who plan to enter the world of work immediately upon leaving high school could be improved." (7, p. 26) The Bureau also emphasized counselor responsibility to develop the vocational aspects of guidance for all members of the school community, regardless of curriculum commitment. The school must become a bridge between earning and learning. (7, p. 25) Therefore, the Bureau offers the following statement of need.

> Because satisfactory occupational careers are major schooling outcomes and in view of continuing stresses and relocations in our changing economic and social orders, improved ways to assist the movement of youth from school to work must be developed.

This flexible statement is offered by the Bureau of Guidance as a point of departure and is modifiable as the plan is implemented through succeeding stages.

EXPLORATORY STUDY

Purpose

To identify specific problems and needs relative to the school-to-work transition, the Bureau of Guidance conducted an operational field study during the 1968-69 school year. The purpose was to obtain a sampling of perceptions of school staff members, employers, and new employees regarding conditions and problems faced by youth in moving from school to job. Findings were intended to provide planners with "handles" and determine the major trends.

Sampling

Sampling centered on the public school districts in the six counties comprising the Mid-Hudson Economic Area (Columbia, Greene, Sullivan, Ulster, Dutchess, Orange, and Putnam). Several criteria were used to assure adequate sampling:

- size
- location within each county
- type (city, suburban, rural, area occupational education center)

Forty schools were selected. Included were the five area occupational education centers in the economic area. These were designated as urban or nonurban in relation to the component schools served.

The chief guidance staff member in each school was requested to nominate employers who hire new workers and to suggest names of new workers who had attended his school. From this pool, 27 employers were selected to provide a range in size and type of organization. Fourteen new workers were selected from the pool of names provided by schools and from employers' nomination.

Following is the breakdown:

School Staff*

Urban	10
NonUrban	30
Subtotal	40

Employers

Manufacturing	15
Distributive	5
Service & Other	7
Subtotal	27

*Numbers refer to schools. In several cases, more than one person participated in the interview.

New Workers**

Urban	3
NonUrban	11
Subtotal	14

**Employers of both blue and white collar workers, male and female, included.

Total	81

Interview Schedule

The items of the interview schedule were adapted from a national study of problems in the transition from high school to work as perceived by vocational educators (8).[1] Rationale for the item content and form in that study were slightly modified for the Bureau's exploratory study:

> The basic questions . . . focused on two related problems explored in this research: (1) the major impediments faced by youth in the transition from high school to work; and (2) available and recommended . . . materials which, if

[1]Special thanks are expressed to Robert E. Taylor, Director, The Center for Vocational and Technical Education, The Ohio State University, for encouragement to make use of the report.

> incorporated in the school system, would have the potential to facilitate young worker (placement)[2] and adjustment. In addition, it was desired that the questions: (1) be worded to prevent predetermined response set; and (2) be open-ended to permit the interviewee to discuss his responses at length. (8, p. 11)

Following are the interview schedule items:

A1. We are interested in identifying problems faced by youth in making the transition from school to work, with special focus on successful occupational placement. Based on your experiences, what are the major problems faced by many youth in the transition from school to work? Briefly, elaborate upon each of the problems identified.

B1. In your opinion, what are other major conditions or factors existent in your school or community which impede the transition of youth from school to work? Especially note if occupational placement is satisfactory to all parties.

B2. Of the specific problems identified, which one in your opinion represents the most important impediment faced by youth in their transition from school to work?

B3. Which one represents the second most important impediment?

C1. We are also interested in determining the available curriculum materials and/or teaching or guidance aids which seem to have potential for alleviating some of the impediments faced by youth in the transition from school to work. Would you briefly describe some effective materials with which you are familiar and the problems they would most likely help reduce? In addition, would you indicate the appropriate bibliographical information which would help us locate these sources (e.g., name of author, title of publication, name of periodical, page numbers, place of publication, name of publishing agency, date of publication, etc.)?

D1. We would appreciate any personal suggestions or ideas you have that can be developed as curriculum materials and/or teaching or guidance aids which, in your opinion, would greatly facilitate the movement from school to work.

D2. We would also appreciate any suggestions or ideas that you have used or that can be developed in terms of program, activities, and facilities which would improve the movement from school to work.

Procedures

The investigator sent letters to chief guidance personnel requesting,

---

[2]Our insertion

and explaining the purpose of, interviews. Addressees were also asked to return the form nominating employers and workers to be contacted for interviews. As employers were contacted, they were asked for permission to interview young workers designated by them. All respondents were interviewed during the 1968-69 school year. In May 1969, the investigator met with a number of respondents and others to review the findings and to elicit suggestions regarding the final report and further action.

Delimitations

This exploratory study was designed to identify perceptions of the problem investigated and is not meant to be either exhaustive or prescriptive. Findings are intended to provide a sounder base for action and other research than armchair rumination.

The number of respondents was limited by the time available to the single interviewer. In addition, findings should be interpreted in light of the larger number of schools in comparison to employers and workers taken as separate groups. However, balance does obtain in the dichotomy: prework (schools, N=40) and work (employers and workers, N=41).

FINDINGS

The reader is reminded that the findings are specific only to the Mid-Hudson Area and are not necessarily typical for other regions of the State.

Table 1 presents problems (later termed factors) considered by respondents to have their major focus within young persons themselves. The problems were organized under three general categories: 1.1 pretransitional stage; 1.2 transitional stage; and 1.3 post-transitional stage.

Table 1.1. PROBLEMS RELATED TO SELF: PRETRANSITIONAL STAGE

Problem	
1.1.1.	Inadequate knowledge about work requirements and roles; uncertainty
1.1.2.	Inappropriate occupational aspiration and expectation
1.1.3.	Lack of future orientation and long-range goals
1.1.4.	Inadequate occupational skills
1.1.5.	Inappropriate attitudes toward work
1.1.6.	Inadequate general occupational information
1.1.7.	Inadequate basic skills: mathematics, language arts
1.1.8.	Inadequate personal development: self-responsibility, discipline
1.1.9.	Lack of confidence, self-esteem
1.1.10.	Inadequate concern for appearance, health
1.1.11.	Inadequately developed self-concept
1.1.12.	Confusion of girls about potential roles in marriage and work
1.1.13.	Inadequate early occupational awareness
1.1.14.	Poor ability to communicate ideas

Table 1.2. PROBLEMS RELATED TO SELF: TRANSITIONAL STAGE

Problem	
1.2.1.	Inadequate information about job and training opportunities
1.2.2.	Inadequate job-finding skills: locating, applying for, and interviewing for jobs
1.2.3.	Lack of work experience: employers prefer experienced workers
1.2.4.	Military draft: youth undecided about entering job, further education, or military
1.2.5.	Unwillingness to commute or relocate
1.2.6.	Poor school record: attendance, behavior, academics
1.2.7.	Inadequate contacts in working world to assist in job finding

Table 1.3. PROBLEMS RELATED TO SELF: POSTTRANSITIONAL STAGE

Problem

1.3.1. Inadequate ability to be prompt and in daily attendance on job
1.3.2. Inadequate performance of job functions
1.3.3. Poor interpersonal relations with coworkers, clients
1.3.4. Inadequate willingness to learn or to take direction
1.3.5. Inadequate understanding of job ladder relative to own job

Table 2, which presents problems considered by respondents to have their major focus in the environment, is also subdivided into pretransitional (2.1), transitional (2.2), and posttransitional (2.3) stages.

Table 2.1. PROBLEMS RELATED TO ENVIRONMENT: PRETRANSITIONAL STAGE

Problem

a. SCHOOL FACTORS
2.1a.1. Inadequate or unrealistic occupational education offerings: breadth, content
2.1a.2. Inadequate provision in curricula and syllabi for vocational development needs
2.1a.3. Inadequate provision of occupational information and vocational development materials and programs
2.1a.4. Inadequate communication between employers and other community resources
2.1a.5. Counselors, administrators, teachers concerned more with pupils planning to enter postsecondary schooling than pupils planning to enter jobs
2.1a.6. Inadequate training in mathematics and language arts
2.1a.7. Low faculty esteem for occupational education
2.1a.8. Curricula overly influenced by college preparatory requirements
2.1a.9. Teachers rigid in outlook; lack occupational experiences other than teaching
b. FAMILY FACTORS
2.1b.1. Inappropriate occupational aspirations expressed by parents; inhibit children's choices
2.1b.2. Minority group membership: social and educational impairment
2.1b.3. Limited parental ability to assist in vocational development, occupational choice

c. COMMUNITY FACTORS

2.1c.1. Community norm or emphasis on college attendance: status conferred on degree holders

2.1c.2. General low community aspiration; inhibits individual aspiration

2.1c.3. Overorganized activities: youth lose opportunity for self-actualization

Table 2.2. PROBLEMS RELATED TO ENVIRONMENT: TRANSITIONAL STAGE

Problem

a. SCHOOL FACTORS

2.2a.1. Inadequate placement service and followup assistance

2.2a.2. Inadequate attention to placement needs of disadvantaged and handicapped pupils

b. FAMILY FACTORS

2.2b.1. Financial limitations inhibiting pursuit of training or in helping to meet initial job expenses

2.2b.2. Parental resistance to children's moving from home to community for jobs

c. COMMUNITY FACTORS

2.2c.1. Inadequate local job opportunities: few or limited variety; deadened jobs; few jobs for handicapped

2.2c.2. Inadequate transportation: lack of mass transportation facilities

2.2c.3. Inadequate N.Y. State Employment Service assistance to youth in schools

2.2c.4. Military draft: employers reluctant to hire draft-age youth

2.2c.5. Inadequate provision for trade or craft apprenticeships

2.2c.6. Employers' unrealistic expectations of new workers; unnecessarily high entry requirements

2.2c.7. Discrimination against minority groups

2.2c.8. June flood of youth in labor market cannot be absorbed immediately

2.2c.9. Closed unions

2.2c.10. Inadequate understanding of youth: strength, needs, problems, goals

2.2c.11. Large employer's attraction for new workers; limits individual's full exploration of opportunities

2.2c.12. Labor law interference with opportunities for dropouts

Table 2.3. PROBLEMS RELATED TO ENVIRONMENT: POSTTRANSITIONAL STAGE

Problem

a. COMMUNITY FACTORS

2.3a.1. Inadequate opportunity to complete high school diploma requirements or to acquire new occupational skills

b. JOB FACTORS

2.3b.1. Inadequate employer training and orientation of new workers: job function, understanding organizational structure

2.3b.2. Impersonal atmosphere of work organizations: inhibits sense of accomplishment

The problems in the tables were stated and extended as necessary to preclude the necessity of restating all of them here. Inasmuch as the field study was to serve as a prelude to action, the investigator deemed it important that the findings be so ordered that a limited set of problems would come to the fore. This ordering would assist others to consider next steps to be taken. Consequently, a strength score was computed for factors mentioned by respondents at least 10 times. In addition, the importance ranks assigned by respondents were considered. Thus, the strength score for each factor was a function of frequency and assigned rank. Table 3 shows the 20 factors thus identified, ordered according to strength score (the lower the score, the higher the rank). Each factor is identified as a cluster according to its location within the self-environment matrix. Thirteen factors were associated with self, seven with environment. However, of the top five factors, four were related to environment.

Table 3. FACTORS RANKED BY STRENGTH SCORE

Rank	Factor No.	Factors	Clusters
1	2.1a.2.	Inadequate provision in curricula and syllabi for vocational development needs	ENVIRONMENT-PRE-TRANSITIONAL-SCHOOL
2	1.1.1.	Inadequate knowledge about work requirements and roles; uncertainty	SELF-PRETRANSITIONAL
3	2.2c.2.	Inadequate transportation: lack of mass transportation facilities	ENVIRONMENT-TRANSITIONAL-COMMUNITY
4	2.1a.1	Inadequate or unrealistic occupational education	ENVIRONMENT-PRE-TRANSITIONAL-SCHOOL
5	2.2c.1.	Inadequate local job opportunities: few or limited variety; deadend jobs; few jobs for handicapped	ENVIRONMENT-TRANSITIONAL-COMMUNITY
6	1.2.1.	Inadequate information about job and training opportunities	SELF-TRANSITIONAL
7	1.3.1.	Inadequate ability to be prompt and in daily attendance on job	SELF-POSTTRANSITIONAL
8	1.1.3.	Lack of future orientation and long-range goals	SELF-PRETRANSITIONAL
9	1.1.2.	Inappropriate occupational aspiration and expectation	SELF-PRETRANSITIONAL
10	1.1.6.	Inadequate general occupational information	SELF-PRETRANSITIONAL
11	1.1.4.	Inadequate occupational skills	SELF-PRETRANSITIONAL
12	1.2.2.	Inadequate job-finding skills: locating, applying for, and interviewing for jobs	SELF-TRANSITIONAL
13	1.1.8.	Inadequate personal development: self-responsibility, discipline	SELF-PRETRANSITIONAL

Table 3. FACTORS RANKED BY STRENGTH SCORE (cont'd.)

Rank	Factor No.	Factors	Clusters
14	1.2.3.	Lack of work experience: employers prefer experienced workers	SELF-TRANSITIONAL
15	1.1.5.	Inappropriate attitudes toward work	SELF-PRETRANSITIONAL
16	2.2a.1.	Inadequate placement service and followup assistance	ENVIRONMENT-TRANSITIONAL-SCHOOL
17	2.2c.3.	Inadequate N.Y. State Employment Service assistance to youth in schools	ENVIRONMENT-TRANSITIONAL-COMMUNITY
18	2.1b.1.	Inappropriate occupational aspirations expressed by parents; inhibit children's choices	ENVIRONMENT-PRETRANSITIONAL-FAMILY
19	1.3.2.	Inadequate performance of job functions	SELF-POSTTRANSITIONAL
20	1.1.7.	Inadequate basic skills: mathematics, language arts	SELF-PRETRANSITIONAL

Table 4 presents a distribution of the 20 strong factors. The largest cell is factors related to self at the pretransitional stage (8), with all other factors distributed generally through the other cells. A majority of all factors related to the pretransitional stage (11), followed by the transitional (7), and posttransitional (2).

Table 4. DISTRIBUTION OF STRONG FACTORS AMONG CLUSTERS

	Self	Env. School	Env. Family	Env.-Community	Pre-trans.	Trans.	Post-trans.	Totals	Sub-totals
SELF					8	3	2	13	13
ENV-SCHOOL					2	1		3	
ENV-FAMILY					1			1	
ENV-COMMUNITY						3		3	7
PRETRANSITIONAL	8	2	1					11	
TRANSITIONAL	3	1		3				7	
POST-TRANSITIONAL	2							2	20
	13	3	1	3	11	7	2		

DISCUSSION

As a prelude to planning, the refined analyses shown in Tables 3 and 4 are more useful than the gross data. Among the 20 strong factors, those related to self emerge much ahead of those relating to environment

(Table 4). In terms of stages, the pretransitional occupies the dominant position, followed by the transitional. Of course, one must keep in mind that some part of this status is related to the differing numbers of school staff and employers interviewed. Among the environment clusters, the school and community are the most important loci.

Following are generalizations drawn from the strong factor statements. Please note that the transitional stage classifications are not meant to be "pure." They are indications of when the greatest impact of specific problems is likely to be felt.

Pretransitional Stage. The pretransitional stage is that life period before an individual is activated to seeking his first full-time job. Some pretransitional problems were identified as school-based: inadequate provision for vocational development in the kindergarten-grade 12 curriculum; inadequate instruction and information on work, occupations, the local and regional labor market, and training opportunities; inadequate or inappropriate occupational education; inadequate development of basic communication and computational skills.

To some extent, lack of appropriate learning experiences or provision of inappropriate learning experiences have been identified as resulting in retarded vocational development. In addition to factors mentioned above, the following were named: inappropriate parental occupational aspirations for their children, resulting in inappropriate aspiration and inappropriate work attitudes among the children; lack of opportunity to develop self-responsibility for behavior and self-actualization.

Transitional Stage. The transitional stage is marked by activation to seek first full-time employment. Implied is the close approach of the end of formal schooling. Its inception is not associated with a specific age or grade level, but for about one-half of high school pupils, this occurs during grade 12. This stage terminates with employment or withdrawal from active job-seeking. In many cases, certain community and school conditions inhibit opportunity to acquire a satisfactory entry-level job: lack of transportation; inadequate job opportunities; employers' preference for experienced workers; inadequate placement services by both schools and New York State Employment Services offices, including teaching of job finding and acquisition skills.

Posttransitional Stage. The posttransitional stage begins with the first job. This may occur immediately upon leaving school or for some period thereafter. While some factors, such as inadequate transportation or inappropriate attitudes toward work, continue to influence the transitional process after job placement, at least two factors have immediate import: lack of worker's concern for punctuality and regular attendance; and indifferent performance of job functions.

PROGRAM SUGGESTIONS

Curriculum Materials and Guidance Aids

The 15 materials and aids suggested by respondents were categorized

under five problem areas as shown in Table 5. Placement in one category does not exclude applicability in another category. Assignment was made on the basis of major focus. Categories appear in the table in order of the total frequencies for their component suggestions; within each category, suggestions were ordered according to their frequencies. A majority of suggested items were associated with inadequate information about the labor market (29), followed by lack of general occupational information (13), and inadequate vocational development (9). The remaining categories received rather sparse mention.

Table 5. SUGGESTED CURRICULUM MATERIALS AND GUIDANCE AIDS

Associated Factors
Suggested Materials/Aids

1. Inadequate information about the labor market
   - 1a. Regional catalog of occupations, entry-level jobs, and work organizations
   - 1b. Series of filmstrips and tape recordings on local educational and occupational opportunities, including in-school displays by schools and work organizations
   - 1c. Bulletins announcing specific job openings
   - 1d. Local and regional job guides
   - 1e. Regional manpower needs and projections published periodically
   - 1f. Bulletin board display of want ads
2. Lack of general occupational information
   - 2a. Film loops and other audiovisuals on specific occupations
   - 2b. Taped interviews with workers (especially with parents and former pupils) and onsite scenes of workers performing job functions, including general descriptions of the work organization
   - 2c. Pupil occupational notebooks developed in class
3. Inadequate vocational development
   - 3a. Include coordinated kindergarten to grade 12 vocational development
   - 3b. Audiovisual materials relative to the development of occupational awareness
4. Inadequate job-seeking skills
   - 4a. Videotapes, films, and filmstrips of live employment interviews, writing job applications, planning job-seeking campaigns
   - 4b. Include material on job-seeking skills
5. Inadequate information about occupational education
   - 5a. Pupil handbook to include occupational requirements in terms of specific secondary and postsecondary courses of study
   - 5b. Regional directory of secondary and postsecondary occupational education programs

Programs, Activities, and Facilities

Although an attempt was made to separate materials from activities, obviously both are interrelated; in fact, one may be the product of the other. The 42 suggestions were subsumed under 14 problem-related categories. The categories presented in Table 6 are ordered according to their total frequencies of mention. Likewise, within each category the suggestions were arranged according to frequency. The largest categories were associated with (1) inadequate understanding of work organizations and worker role; (2) inadequate occupational information; (3) inadequate vocational development; (4) inadequate placement service; (5) inadequate knowledge about the local and regional labor market; and (6) inadequate communication between schools, work organizations, and other agencies.

Table 6. SUGGESTED PROGRAMS, ACTIVITIES, AND FACILITIES

Problem Area

1. Inadequate understanding of work organizations and worker role
   - 1a. Develop school year work-study and credit-earning summer work programs available to all pupils including STEP for potential dropouts
   - 1b. Pupils take field trips to work organizations; workers who were pupils in same school conduct tours
   - 1c. Employing officers and Employment Service consultants discuss with pupils behavior and attitudes expected on job
   - 1d. During summer or school year counselors visit work organizations for firsthand observation of job performance; could include paid work by counselors
   - 1e. Work organizations prepare descriptive slide/audiotape program for use with pupils in varying age groups
   - 1f. Use game technique in classroom to simulate getting job, adjusting to problems, developing self for advancement
2. Inadequate occupational information
   - 2a. Employing offices and workers visit schools to discuss specific occupations with pupils expressing interest; include school displays
   - 2b. Career day to provide pupils opportunity to discuss occupations with employing officers or workers
   - 2c. Young workers visit their former schools to discuss their work experiences with pupils
   - 2d. Pupil field trips to the area occupational education center and community college; in-school presentation by center and college staff
   - 2e. Carrel center for individual pupil viewing of related audiovisual materials
3. Inadequate vocational development
   - 3a. Course or group guidance program on occupations and world of work; could include teaching team of counselor, teacher, employing officer, and Employment Service consultant
   - 3b. Include in elementary school curriculum, experiences to develop understandings of self, occupations, and the working world

Table 6. SUGGESTED PROGRAMS, ACTIVITIES, AND FACILITIES (cont'd.)

Problem Area

3. Inadequate vocational development (cont'd.)
   - 3c. Pupils explore occupations prior to selecting specific occupational education program

4. Inadequate placement service
   - 4a. Establish subregional placement and information services for schools, could include special Employment Service job developer-coordinator and area occupational education center guidance staff
   - 4b. Employing officers visit high schools to interview seniors for specific jobs
   - 4c. Strengthen and implement the present Bureau of Guidance-Employment Service Agreement
   - 4d. Conduct community-wide job fair: employing officers interview in-school and out-of-school prospective employees
   - 4e. Coordinate job placement with occupational education; develop job possibilities for pupils early in training
   - 4f. Invite dropouts to visit guidance office for placement aid
   - 4g. Where required, provide a regional job developer-coordinator for disadvantaged youth

5. Inadequate knowledge about local and regional labor market
   - 5a. Establish regional manpower information agencies, including a library and disseminating system for related data and materials; coordinate exchange of manpower information among all agencies, including schools, employers, Employment Service offices
   - 5b. Employment Service consultant visits schools periodically to meet with pupils having questions about the labor market and occupations

6. Inadequate communication between schools, work organizations, and other agencies
   - 6a. Employing officers visit schools to learn about school programs
   - 6b. Regional interagency coordinating unit on transition of youth from school to work, including assistance with transportation
   - 6c. Joint meetings held at least annually between N.Y.S. Personnel and Guidance Association branches and regional associations of personnel offices
   - 6d. Counselors visit employing officers to describe occupational education programs and to discuss employment potentials of graduating pupils; could include audiovisual presentations
   - 6e. Counselors and Employment Service staff members exchange job openings
   - 6f. Counselors address community groups

Table 6. SUGGESTED PROGRAMS, ACTIVITIES, AND FACILITIES (cont'd.)

Problem Area

7. Inadequate teacher knowledge of occupations and working world
   - 7a. Teachers visit work organizations
   - 7b. Conduct teacher inservice programs on occupations, labor market, and working world

8. Inadequate or unrealistic occupational education offerings
   - 8a. Extend sites for, and programs in occupational education, including short term training
   - 8b. Continually feed back to occupational education programs information about program success as measured by job success

9. Inadequate job-seeking skills
   - Employing officers and Employment Service consultants conduct mock interviews with pupil groups; discuss application procedures

10. Inadequate adjustment to job
   - 10a. Schools provide counselor assistance to new workers and employers; employers provide staff counselor; establishment of community counseling centers
   - 10b. Employers arrange orientation tours of organization for new workers
   - 10c. Community colleges offer courses for first-line supervisors on supervision of beginning workers

11. Inappropriate parental expectations and aspirations for children
   - Evening meetings sponsored by counselors at school and community sites with individuals and groups of parents to discuss occupations, labor market, and opportunities

12. Community confers status on youth planning to attend college immediately after high school
   - 12a. Add many community college nondegree and short term occupational education offerings
   - 12b. Require schools to provide all pupils training in immediately marketable occupational skills

13. Inadequate basic skills
   - Schools provide pupils a refresher course in communications and mathematics skills prior to graduation

14. Lack of adequate entry-level jobs in community
   - Establish compact between the public and private sectors to develop the job market for youth including special assistance to the handicapped and disadvantaged

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The strongest factors identify transitional needs of youth relative to preparatory education and training, information, self-actualization, worker role, job placement, mobility, and adequate occupational opportunity. Factors near the top of the list indicate that the foci of needs -- therefore, action -- lie in the schools, community, and work organizations.

Education and Training

Although the Vocational Education Act of 1963 and its recent amendments have spurred the broadening of occupational education opportunities for inschool youth, apparently a significant number of youth still leave or are graduated from, high school with little preparation to follow a promising occupational career. Some young people who have pursued occupationally-oriented education have found their preparation to be inadequate or unrealistic in terms of job performance expected of them. In addition, skills development in basic mathematics and language arts was questioned.

Information

Respondents perceived a wide-range information gap among work-seeking youth. Not only do they lack specific information about the local and regional labor market, but possess inadequate understanding of occupations and worker roles, as well.

Self-Actualization and Worker Role

The process and content of elementary and secondary education are weak in the area of vocational development, according to the respondents. From this condition, it is reasonable to impute other concerns they noted: lack of future orientation and long-range goals; inappropriate occupational aspiration and expectation; inappropriate attitudes toward work; and, ultimately, inadequate performance of job functions. Associated with the school's low-order concern for vocational development, may be inappropriate parental aspirations for their children.

Job Placement, Mobility, and Occupational Opportunity

Job placement difficulties have been identified with the foregoing, as well as with mobility and opportunity. Especially in rural areas, youth may face bleak choices for entry-level jobs in their localities. Appropriate jobs may lie near and in the urban centers, but lack of transportation frequently is a tough problem to solve.

The young job aspirants tend to be deficient in job-finding skills; this problem may be compounded by inadequate placement services of both the school and the State Employment Service office. Lack of work experience may be a deciding negative factor for a number of employers.

Programs and Activities

The suggested programs, activities, and facilities listed in Tables 5 and 6 are evidence that the Mid-Hudson Region has a rich potential for solving key transitional problems. Each of these can be an element in a planned campaign to assist new workers.

General Conclusions

Again, readers are cautioned against viewing the findings as scientific evidence. Although some causal inferences have been drawn, there was no attempt to investigate causative factors, *per se*.

Findings relative to inadequate State Employment Service or school placement services are not criticisms of either the organizations or their personnel. Rather, the findings reveal that other groups have received a higher priority. Financial and personnel constraints probably have contributed to this condition.

In sum, the identification of strong problem factors, promising practices, and action ideas has resulted in a rich cache from which planners and implementers may draw as they move into action.

Recommendations

Many of the elements encompassed in the following recommendations were offered by respondents who kindly and enthusiastically attended meetings with Bureau of Guidance staff to review the findings (See Appendix).

1. An *ad hoc* committee should form itself from among interested persons, groups, and organizations with temporary leadership provided by the Bureau of Guidance. Purposes of this committee should include:

   a. dissemination of this field study's findings
   b. organize working groups to:
      (1) identify present regional and State programs and resources;
      (2) involve policy- and decision-making individuals and bodies in the development of plans;
      (3) plan, implement, and evaluate programs of action.

2. The Regional Supplementary Education Center and Boards of Cooperative Educational Services should be sought to provide geographic and administrative frameworks for regional operations.

3. Special assistance should be sought from regional chapters of such management groups as the American Management Association, National Association of Manufacturers, Society for the Advancement of Management, and Associated Industries.

4. Assistance should be sought from university and college faculties and graduate students in research and planning.

5. A permanent regional council of interested parties should be formed to foster dissemination of ideas, planning, and programs, It could administer demonstration models and pilot programs. This council may also operate a regional service to collect, retrieve, and disseminate relevant materials.

6. An appropriate official of the State Education Department should notify chief school officers of the findings of this study and support their cooperation with working groups.

EPILOGUE

Plans are underway to build upon the results of the study in the Mid-Hudson Area. The support of the Regional Supplementary Education Center in New Paltz as well as several of the Boards of Cooperative Educational Services and their area occupational education centers located in the region has been obtained. A Bureau staff member has been assigned to move the study to the action stage in collaboration with educators, employers, and employees serving in the region. Present plans call for a regional approach to improve the placement process under a proposal to be supported under the Vocational Education Act.

REFERENCES

1. Howard Rosen (Director of Research, Manpower Administration, U. S. Department of Labor). "Manpower and labor economics: implications for guidance in vocational-technical education." Guidance in vocational education -- guidelines for research and practice. Report of a national interdisciplinary seminar. Robert E. Campbell, ed. Columbus, Ohio. The Ohio State University. The Center for Research and Leadership Development in Vocational and Technical Education. 1966.

2. New York State Education Department, Bureau of Occupational Education Research, Albany. Education for occupations -- grass roots thoughts and beliefs in New York State: a summary of the multicounty area studies. 1967.

3. J. Edward Dickerson (Manager, Cleveland Youth Opportunity Center). "Guidance with minority groups in vocational-technical education." Guidance in vocational education -- guidelines for research and practice. Report of a national interdisciplinary seminar. Robert E. Campbell, ed. Columbus, Ohio. The Ohio State University. The Center for Research and Leadership Development in Vocational and Technical Education. 1966.

4. Philip Arnow (Director, Office of Policy Planning and Research, U. S. Department of Labor). "Bridging the gap from school to work." Detroit convention abstracts: 1968 APGA convention. Washington, D. C. The American Personnel and Guidance Association. 1968.

5. New York State Education Department, Bureau of Research in Higher and Professional Education. Postsecondary plans of New York State high school graduates. To be published in 1968.

6. United States Department of Labor, Office of Manpower Policy, Evaluation and Research, Washington, D. C. Career guidance -- a report of the subcommittee on career guidance of the committee on specialized personnel of the U. S. Department of Labor. 1967.

7. New York State Education Department, Bureau of Guidance, Albany. Highlights. 17. June 1967.

8. A. P. Corbin and others (specialists in Occupational Psychology), Problems in the Transition from High School to Work as Perceived by Vocational Educators. Columbus, Ohio. The Ohio State University. The Center for Vocational and Technical Education. 1967

Appendix

RESPONDENTS AND OTHERS WHO PARTICIPATED IN REVIEWING THE FINDINGS

Stuart Alpers
Guidance Counselor
Hyde Park Public School District

George Fernandez
Assistant Superintendent
Board of Cooperative Educational Services
Ulster County

John J. Feyko
Industrial Relations Manager
Interstate Bag Company
Walden

John J. Fiore
Placement Counselor
Board of Cooperative Educational Services
Ulster County

Catherine Cerardi
Employment Counselor
New York State Employment Service
Poughkeepsie

Blanche Kirshenblum
Coordinator of Guidance Services
Kingston Public School District

John T. Klepper
Director of Guidance
Haldane Central School District

James J. McCarthy
Director of Guidance
Board of Cooperative Educational Services
Sullivan County

Robert H. Magley
School to Employment Program Coordinator
Hudson Public School District

John O'Leary
Guidance Coordinator
Board of Cooperative Educational Services
Ulster County

Leonard Prager
Guidance Counselor
Port Jervis Public Schools

Harriet Russell
Guidance Counselor
Newburgh

Sheldon Scholl
Guidance Counselor
Carmel Central School District

Robert Schreiber
Assistant Director
Dutchess County Area Occupational Education Center

Donald Shannon, Director
Regional Supplementary Education Center
New Paltz

Dennis Soto
Guidance Counselor
Marlboro Central School District

Edward H. Stearns
Director of Guidance
Marlboro Central School District

John A. Stone
Guidance Director
Washingtonville Central School District